

Lockport City School District
Kindergarten ELA
Unit 3: Community Helpers
Aligned to the Common Core 2011-2012

Unit 3 Title: Community Helpers

Rationale: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, and use technology and digital media strategically and capably.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note: highlighted standards are formally assessed within this unit.**

Reading for Literature

With prompting and support, ask and answer questions about key details in a text. (R.L.K.1)

With prompting and support, retell familiar stories, including key details. (R.L.K.2)

With prompting and support, identify characters, settings and major events in a story. (R.L.K.3)

Ask and answer questions about unknown words in a text. (R.L.K.4)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (R.L.K.6)

With prompting and support describe the relationship between the illustrations and story in which they appear (e.g., what moment in the story an illustration depicts). (R.L.K.7)

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (R.L.K.9)

a. With prompting and support, students will make cultural connections to text and self.

Actively engage in group reading activities with purpose and understanding. (R.L.K.10)

With prompting and support, make connections between self, text, and the world around them

(text, media, social interaction). (R.L.K.11)

Reading for Information

Ask and answer questions about key details in a text, with prompting and support. (RI.K.1)

Identify the main topic and retell key details of a text, with prompting and support. (RI.K.2)

Identify the front cover, back cover, and title page of a book. (R.I.K.5)

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (R.I.K.6)

With prompting and support, identify the reasons an author gives to support points in a text. (R.I.K.8)

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (R.I.K.9)

Reading Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words. (R.F.K.3)

- a. demonstrate basic knowledge of one to one letter sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.
- b. associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Read emergent – reader texts with purpose and understanding. (RF.K.4)

Writing

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (e.g., *My favorite book is...*) (W.K.1)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

(W.K.2)

With guidance and support from adults, respond to questions and suggestions from peers and adults and add details to strengthen writing as needed. (W.K.5)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.K.6)

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.K.11)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or spelling (L.K.1)

- a. print upper and lower case letters
- b. use frequently occurring nouns and verbs

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2)

- a. Capitalize the first word in a sentence and the pronoun I
- c. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *kindergarten reading and content*. (L.K.4)

- a. identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- b. use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-full*, *-less*) as a clue to the meaning of an unknown word.

With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)

- d. distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

Use words and phrases acquired through conversations, reading and being read to, and responding

to text. (L.K.6)

Speaking and Listening

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (S.L.K.1)

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.
- c. Seek to understand and communicate with individuals from different cultural backgrounds.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4)

Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)

Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)

ESSENTIAL QUESTIONS:

- Where do we find information about community helpers?
- Which tools can help us locate and organize our facts?
- How can we share our research in ways that will matter to others?
- When does it make sense to revise our thinking and work?

**BY THE END OF THIS UNIT,
STUDENTS WILL KNOW:**

(What do I need to teach?)

- **Strategies for determining the following when reading informational text:** *How to* identify main idea, supporting details, use of facts, text illustration, organization as a trait of writing.
 - know the difference between a statement and a question.
 - make connections between illustrations supporting text.
 - understand information from a text and be actively engaged.
- **Strategies to teach while reading literature:**
- *How to* locate front cover, back cover, title page, identify author and illustrator and their role. How to create guiding questions for research, develop main idea, use supporting detail, use of facts from varied sources, recognize common types of text, identify character, setting and major events, retell familiar stories with key details, ask and answer questions about unknown words, make connections between text, self and the world around them.

Strategies for writing

informative/explanatory text: *How to* gather facts from multiple sources, engage in the research process, create guiding questions for research, include supporting details, revise work, create text, create illustrations, note-making.

**BY THE END OF THIS UNIT,
STUDENTS WILL BE ABLE TO:**

(What do I need to model, coach the development of, and ask students to perform/do?)

- **Identify, from informational text read:** Main idea, supporting details, use of facts, text illustration, organization as a trait of writing.
 - formulate with prompt and support questions about unknown words in a text.
 - describe relationship between text and illustrations.
 - discuss the purpose and understanding of the text.
- **Students will respond to literature**

Recognize common types of text, identify character, setting and major events, retell familiar stories with key details, ask and answer questions about unknown words, make connections between text, self and the world around them.
- **As writers of informative/explanatory text,** create guiding questions for research, develop main idea, use supporting detail, use of facts from varied sources, engage in the research process, revise work, create text, create illustrations, note-making.
- **Use internet to research and publish writing.**

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| <ul style="list-style-type: none"> • Strategies for selecting appropriate research and publication tools online. • Strategies for applying and improving use of conventions: <i>How to</i> use upper and lowercase letters appropriately, spell some simple words phonetically, sort picture facts into categories, revision in conversation, research with assistance from older peers or adults. • Strategies for demonstrating speaking, listening, and collaborative learning skills: <i>How to</i> practice active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, using drawings to share details. <ul style="list-style-type: none"> - understand question words and how to use them (e.g., who, what, where, why, how). - understand what a complete sentence consists of. • Strategies for Applying Foundational Reading Skills: <i>How to</i> follow words left to right with guidance, recognize that spoken words are represented by text, basic knowledge of one-to-one letter-sound correspondence for consonants and vowels, understand that words are separated by spaces, recognize some high-frequency words by sight, read emergent-reader texts. | <ul style="list-style-type: none"> • Apply conventions: Use upper and lowercase letters appropriately, spell some simple words phonetically, sort picture facts into categories, revision in conversation, research with assistance from older peers or adults. • Demonstrate speaking, listening, and collaborative learning skills: Active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, using drawings to share details. <ul style="list-style-type: none"> - form and respond to questions with appropriate response. - repeat and expand sentences based on teacher prompt. • Foundational Reading Skills: Follow words left to right with guidance, recognize that spoken words are represented by text, basic knowledge of one-to-one letter-sound correspondence for consonants and vowels, understand that words are separated by spaces, recognize some high-frequency words by sight, read emergent-reader texts. |
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PHASE TWO: ASSESSMENT EVIDENCE	
Assessment Task: Unit 3 Culminating Task	Formative Assessment Process:
What will the student do or produce to demonstrate their understanding and abilities?	<ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback?
Students will..... <ul style="list-style-type: none"> • Learners will, with teacher support, brainstorm potential questions that will then guide their research about different community helpers. <u>This will be captured on their note-sheet.</u> (RI.K.1) (W.K.5) • Learners will search a variety of literature about community helpers. They will determine what the main topic is of each text they read as well as several key details. <u>This will be captured on their note-sheet.</u> (RI.K.2) (W.K.7) • Timed Writing: Each learner will describe one career using a combination of words, pictures, and dictation. This piece will be collected and used for assessment purposes. (W.K.2) (W.K.5) (L.K.1a, b), (L.K.2 a,b) • They will use teacher feedback to revise and improve their work, which may then be used for summative assessment purposes. (W.K.2) (W.K.5) (L.K.1a, b), (L.K.2 a,b) 	Teacher will..... <ul style="list-style-type: none"> • Lead a full class conversation about the questions we can ask while researching a variety of text about community helpers. • Support writers as they capture guiding questions for research on their note-sheets. • Provide access to various print and digital texts of community helpers. Guide them toward the identification of main topics and key details. Support them in documenting in note-sheets. • Provide little support to writers as they complete the timed writing task. Collect. Use rubric to capture baseline assessment data and frame feedback for writers. • Provide feedback to writers on timed writing tasks and guide revisions. Collect for summative assessment purposes, if you wish. • Support writers as they create their technology based presentation utilizing tools such as blabbarize. Students

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| <ul style="list-style-type: none"> • They will use what they have learned to include up to four details about a career of their choice. This will be done using digital tools following a written draft. (RI.K.1)(RI.K.2)(W.K.2)(W.K.6)(W.K.11) • Learners will use a criteria-specific rubric to self-assess and <u>the note-sheet to reflect and set goals</u>. They will revise their draft, which will be submitted to the teacher for <u>assessment purposes</u>. (W.K.2) (W.K.5) (W.K.6) (W.K.11) • The teacher will provide criteria-specific feedback to writers on these drafts. With guidance and support from adults, peers will then provide criteria-specific feedback on several drafts completed by others, using the peer review process. Findings from peer review will be captured on their <u>note-sheets</u>. (W.K.5) (SL.K.3) (SL.K.6) • Learners will revise their work in response to feedback received and publish it for an authentic audience. This may be used for summative assessment purposes. (W.K.2) (W.K.5)(W.K.11)(SL.K.4)(SL.K.5) | <p>would be encouraged to illustrate themselves dressed in a career uniform of their choice and attach into the program. Students will then record their career information on the selected app. Students will then share with a selected audience.</p> <ul style="list-style-type: none"> • Support writers as they use rubric to self-assess, reflect, and set goals. These will be captured in note-sheets. • Support them in revisions, and collect. • Use rubric to capture assessment data and frame feedback to writers. • Provide feedback to writers and coach them to use peer-review process in a small group setting. Help them capture findings from peer review in note-sheets. • Support writers as they revise in response to feedback and publish final projects. Collect and use for summative assessment purposes, if you wish. |
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**PHASE THREE:
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE
LITERACY BLOCK**

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	Targeted comprehension, fluency, listening and speaking and/or language skills.	Textbook leveled readers RUBRICS CHECKLISTS ANNOTATED RECORDS
SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT	<ul style="list-style-type: none"> • Main Idea • Compare and Contrast • Identify setting • Classify and categorize • Identify character • Supporting Details • Use of Facts • Text • Illustrations • Organization as a Trait of Writing • Active Listening • Taking turns while others speak • Speaking clearly • Sharing found facts • Asking questions for clarification • Using drawings to share details • Research Process • Revision 	Individual or small group-selected text relevant to research topics RUBRICS CHECKLISTS ANNOTATED RECORDS Fix It Duck by Jez Alborough Messenger, Messenger by Robert Burleigh Miss Bindergarten Takes a Field Trip by Joseph Slate Dig, Dig, Digging by Margaret Mayo Old MacDonald Had a Woodshop by Lisa Shulman The House That Tony Lives In by Anthony Lorenz